



## Reading Toolkit: Grade 3 Objective 1.E.4.h

Student Handout: Reading: Grade 3 Objective 1.E.4.h

Standard 1.0 General Reading Processes

Topic E. General Reading Comprehension

Indicator 4. Use strategies to demonstrate understanding of the text (after reading)

Objective h. Connect the text to prior knowledge or personal experience

Assessment Limits:

Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text

Selected Response (SR) Item

Question

Read the story "[Being a Fish](#)" and answer the following question.

You would most likely find an article like this in a book about \_\_\_\_\_.

- A. farm animals
- B. water fun
- C. sea life
- D. fishing

Correct Answer

C. sea life

Question

Read the story "[Being a Fish](#)" and answer the following question.

You would most likely find an article like this in a book about \_\_\_\_\_.

- A. farm animals
- B. water fun
- C. sea life
- D. fishing

Handouts

## Being a Fish

by Russell E. Erickson

Would it be fun to be a fish? They are, after all, quite different from us.

Fish have no ears as we do. Their bodies are covered with thin, flat plates called scales. The only sounds they know are what they feel using certain scales along their sides. These are special scales called lateral lines.

We get oxygen from the air by using our lungs. Fish get oxygen from the water by using the gills on the sides of their heads. We can play in water and on land, but fish must stay in the water all the time.

Fish never get hot or cold. They are called cold-blooded because they are always the same temperature as the water around them. That means they have no need for hot soup, or cold lemonade, or cozy blankets, or cool sandals.

All in all, it's probably more fun being us.